

Prep Term Four, Newsletter 2021

Dear Parents,

It is hard to believe this is our fourth and final term in Prep! We are beyond excited to welcome the Preps back onsite in Week Three after their sensational work during Remote Learning. Thank you again for your time, support and guidance of your child during this time. We are looking forward to lots of fun, hands-on experiences as the students return to ensure this is a fun term to finish off the Prep year, particularly some science experiments from our Term Three 'Change' unit that we were unable to complete during Remote Learning! We will also be dedicating time for students to reestablish social connections through scaffolded, guided activities such as Play and Learn. This term we also prepare as teachers to transition and welcome our new 2022 Preps, so there is lots happening. Keep an eye on the school newsletter and all the updates to keep you informed with all the events.

Religion:

This term we have an overarching theme of Hope in both our Religion and Integrated units. The students will reflect on what hope is - the meaning of the word, the hopes they have for themselves, others, and the world they live in. Religion lessons this term will commence with a study of stories from the Old Testament that focus on the idea of 'Hope'. The understandings covered in this unit include:

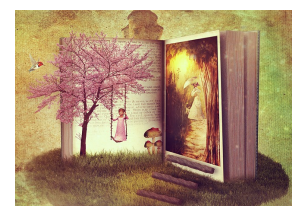


- What is 'hope'?
- Jesus told stories to bring hope to his people
- In the Bible, we can read stories of hope and hopeful people
- Advent is a time for hope

The students will be exploring the idea of the Old Testament and the New Testament, and the stories and people contained in these. The students will also be reading and examining stories of Jesus from the New Testament that similarly contain the theme of 'Hope'. The term will finish with learning about the Religious season of Advent - the greatest time of hope for us as Catholic people.

Literacy:

This Term, we will be focusing particularly on fictional texts. This will commence in Reading sessions with a unit on Fairy Tales. Students will be reading a range of well-known fairy tales to examine their structure and familiar features. While reading, students will also be assisted to develop their comprehension of what they read by focusing on skills such as asking questions about a text, making connections between themselves and a text, or with other familiar texts.



During Writing sessions this term, students will be introduced to writing simple narratives. This will commence with students drawing on their understandings from our Reading sessions about narratives having a certain structure (Beginning, Middle, End) and they will experiment with writing simple narratives of their own. Students will also continue to work on Procedural writing, particularly as they return to onsite learning and complete some 'change' based experiments from last term's Inquiry unit. They will explore the different forms that Procedural writing texts can take (recipes, game instructions, etc). Students will participate in 'hands on' activities which are of benefit to the development of their Oral Language skills, but also then to assist them in writing their own Procedural texts.

Maths: The topics/understandings covered for each strand of the curriculum include:

Money:

- Represent simple, everyday financial situations involving money, such as using toy money to pay for goods in play situations
- Begin to recognise, describe and order Australian coins according to their value
- Begin to add some simple amounts of coins (e.g. 10c + 10c + 10c)



Division (named as 'sharing'):

- Represent practical situations to model sharing
- Share individual items (with and without left overs) into equal groups e.g. classifying items into groups with similar attributes

Early Fractions - Half and Whole

- Recognise that half is part of a whole
- Recognise, show and name one half of an object
- Find half an item or object e.g. half of an apple
- Recognise that half of one object will be different to half of a different object
- Recognise that a half of an object is one of two equal pieces of that object

Time

- Naming and ordering the months of the year
- Be introduced to analogue and digital clocks – recognise the hands and what the faces look like
- Recognise the continuity of time in natural cycles such as seasons, day and night

3D Shapes

- Recognise and name everyday 3D shapes using informal language e.g. box, ball
- Use the language of 'faces', 'corners', 'edges', and 'apex' to describe the features of 3D shapes
- Sort and describe 3D shapes of mixed sizes according to shape. E.g. they are all cubes.
- Describe a group of sorted 3D shapes or objects. E.g. these are all round things, they all roll.
- Sort, classify and compare 3D shapes according to attributes using one- to-one correspondence e.g. shape, colour, and thickness

Mass:

- Use the language of estimation, comparison and approximation to describe mass
- Compare the mass of two objects using hefting or balance scales
- Estimate, measure and compare the weight of two objects using informal methods – 'hefting'
- Make direct and indirect comparison for mass

Inquiry

The concept of 'Hope' from Religion lessons will be carried over into our Integrated unit. The essential question being explored will be "What Do I Hope For?" to allow students to relate this concept of 'hope' to themselves and their own experiences. Further understandings covered will include the ideas that:

- We can all have hope
- I need to be hopeful
- Different people have different hopes
- Being hopeful makes me happy

Students will explore the idea of hope in relation to their families - what are different things they have hoped for? Children will write some of the hopes they have for their families and their future.

Please continue to contact us should the need arise.

Looking forward to sharing another term of partnership and learning!

Andy Kinsella, Tess Odgers, and Cathy Dimitrakopoulos